

AN INVESTIGATION OF THE PROFESSIONAL DEVELOPMENT AGENDA OF TURKISH EFL STUDENT TEACHERS

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ABSTRACT

Teacher Professional Development (PD) is crucial for sustaining the quality of teaching. This study aims at investigating PD plans of English student teachers and the factors affecting those plans. The data were collected through a survey applied to 101 participants, and semi-structured interviews with 20 student teachers studying at an English Language Teaching (ELT) program of a large state University in Turkey. Survey findings showed that the majority of the student teachers have PD plans. The analysis of the interview data indicated that there were academically oriented (scholarly oriented pursuits, career-oriented pursuits), occupational, and teaching methodology plans. In addition, there were plans for improving English proficiency, using technology effectively, motivating learners, and teaching speaking skills. Factors affecting student teachers' plans included but not limited to practicum experience, competence-based issues, and family reasons. The findings are discussed in line with the conditions of second language teacher education programs in Turkey, namely program entry and exit requirements, as well as teaching motivation and English proficiency.

Keywords: Professional Development, English Language Teaching, Student Teachers, Career Plan, SLTE, Pre-Service.

INTRODUCTION

In today's knowledge-driven society, language teachers are expected to keep up to date with the recent developments in the field and to constantly review and evaluate their teaching skills so as to have foreign language learners attain success in English. In Turkey, English language teachers begin to serve at educational institutions after four-year bachelors programs provided by faculties of education. However, the concerning literature points out that the early career teachers already have some predictions and expectations about the context they are going to work in (Carter & Elseth, 2009), and as a result, they frame a career-oriented plan accordingly.

In Turkey, success in English as a foreign language has been debated for a long time. This situation can be discussed from two perspectives. On one side of the coin, Turkish learners assumed to have problems in learning English due to several reasons. However, on the other side

of the coin, foreign language teachers might be responsible for this situation. Whatever side one partakes, the importance of Second Language Teacher Education (SLTE) programs have increased more and more recently not only in Turkey but also across the world as beliefs are affected by these programs (Özmen, 2012). Consequently, it can be deduced that Professional Development (PD) starts in SLTE programs.

Professional development is not only a significant, but also an indispensable part of teaching. This study adopts a PD perspective of Heideman (1990), who believes that "the professional development of teachers goes beyond a merely informative stage; it implies adaptation to change with a view to changing teaching and learning activities, altering teacher attitudes, and improving the academic results of students" (p. 4). Moreover, the PD of teachers cannot be considered without their individual, professional, and organisational needs. This definition attaches great significance to attitudes because teacher

development cannot be considered apart from teacher learning. Richards and Farrell (2005) summarise the conceptualizations of teacher learning as skill learning, teacher learning as a cognitive process, teacher learning as personal construction, and teacher learning as reflective practice. However, for any kind of learning, teaching, and hence personal PD to occur, there needs to be motivation. PD is also correlated to philosophy of education (Ashraf & Kafi, 2017). Previous researchers investigated prospective teachers plans with regard to interest in teaching, motivation to teach, and career development aspirations (Bruinsma & Jansen, 2010; Eren, 2012; Eren & Tezel, 2010; Watt & Richardson, 2008).

In this study, PD plans of EFL student teachers were analyzed focusing on the framework of Professional Engagement and Career Development Aspirations (PECDA). This framework consists of planned effort, planned persistence, professional development aspirations, and leadership aspirations. Similar studies in the Turkish context used this framework to investigate PD plans; however, they did not only work with ELT program, but with many other teacher education programs such as science teacher education and history teacher education (Eren, 2012). This study looks for student teachers' plans for their PD by looking at their perceptions and beliefs about the teaching profession.

Motivation plays a crucial role in reaching goals. In the literature, motivation as a theoretical construct is investigated in various ways, one of which is the dichotomy of intrinsic and extrinsic motivation. In the former one, there is no apparent reward while the latter requires "anticipation of a reward from outside" (Brown, 2000, p. 164). For many scholars (Dörnyei, 1998; Maslow, 1970), intrinsic motivation is superior to extrinsic motivation. The most common distinction of motivation to become a teacher is the three-category distinction that includes intrinsic motives, extrinsic motives, and altruistic motives (Richardson & Watt, 2005). These motivations have been highlighted as the most outstanding reasons for deciding to teach (Brookhart & Freeman, 1992). Woolfolk (1998) asserts that humans are motivated by the need to fulfil their potential. If the teacher makes students

feel accepted and respected as individuals, then the students become enthusiastic to learn for the sake of learning: are willing to take risks, are creative and become intrinsically motivated. In another categorization, Gardner (1985) distinguishes integrative and instrumental motivation, in which it can be an internal characteristic of the individual or an external attribute created by extrinsic rewards. The hybrid perspective between the integrative and instrumental is that motivation can be an internal attribute that is a result of an external force.

Problems in teaching English as a foreign language in Turkey can be attributed to several causes, but one needs to consider student teachers' motivation to teach and their PD plans. This study has been motivated by three facts. Firstly, although individuals' perceptions about the teaching profession have attracted interest from many researchers (Eren, 2012; Watt & Richardson, 2007; Williams & Forgasz, 2009), little research has been conducted on prospective teachers plans for their PD. The studies in Turkey focused on investigating professional plans of student teachers studying at various departments in educational faculties (Eren, 2012). This study focuses on foreign language student teachers. Second, it has been found that a great number of teachers leave the teaching profession and seek careers other than teaching (Scheopner, 2010). This fact raises the question if the devotees of teaching profession lack any career or PD plans. In the present study, we will focus on the PD plans of ELT student teachers in Turkey. Third, investigating PD plans may broaden our understanding of teaching motivations of student teachers. It can also provide information about future PD needs, practices, and challenges in their professional growth. In light of these considerations, this study aims to investigate English as foreign language student teachers' plans for their PD. Hence, the research questions of the study are:

- Do student teachers of ELT programs in Turkey have any plans for their professional development?
- If yes, what are their plans for their professional development after graduation?
- What kinds of factors affect their professional

development plans?

1. Method

1.1 Context and Participants

The present study is conducted at the English Language Teaching (ELT) program of a state university in Turkey. Teacher education in Turkey is regulated by The Council of Higher Education (CoHE), and mostly implemented by educational faculties. There are two major foreign language education programs in Turkey. The first one is the English Language Teaching Departments of educational faculties. These programs are at the undergraduate level. The degree programs offered by the Faculties of Education are four years of duration. Secondly, Pedagogic Formation Certificate Programs for graduate or ongoing students of English Linguistics, British Language and Literature, English Translation and Interpreting, or American Culture and Literature programs are one other way of becoming English teachers. These programs are also at the undergraduate level and offer four years of education. The one-year certificate programs are carried out by educational faculties, and students take mainly pedagogical courses and practicum.

In order to enter foreign language teaching programs, candidates need to take a national university entrance exam and an 80 question Foreign Language Test. Reading, vocabulary, and grammar questions are offered in this test in multiple choice format. There is no assessment carried out for listening, writing, and speaking skills. Student teachers of these programs take courses that help improve their language proficiency (Advanced Reading and Writing, Contextual Grammar, Listening, and Verbal Communication Skills). In addition to this, they take courses in which they were taught how to language skills (Special Teaching Methods, Teaching English to Young Learners, and so on). Moreover, they also take courses, such as Educational Psychology, Introduction to Educational Science, and Classroom Management.

There are school experience and teaching practice in the fourth year of the English Language Teaching departments. Throughout the first semester, student teachers observe experienced teachers in state schools

and write observation reports for their professors. In the second semester, student teachers teach while mentors and the professor assess them.

The participants of the study were selected using convenience sampling and included 101 fourth-year student teachers (30 male and 70 females) studying at an ELT program of a large state university. Gender was not indicated by one of the participants. This program offers a four-year undergraduate study and follows the concurrent national model. There were over 500 student teachers enrolled in the program. Twenty participants have previous experience in teaching English at various private courses other than teaching practice course. When the study was conducted the participants were studying at the second semester of the fourth-year.

2. Data Collection

In order to answer the first research question, a survey was conducted. In the survey, open-ended questions were asked to determine whether teacher trainees had any PD plans. In addition to the information related to background, the student teachers were asked to answer the following three questions, which are also the research questions of the study, in the survey:

1. Do you have any plans for your personal and professional development?
2. If yes, what are your personal and professional development plans after graduation?
3. What kinds of factors have affected to decide on your plans?

In order to have a deeper understanding of the second and third research questions in the survey, focus group and individual interviews were conducted. As recommended by Tomal (2010), three focus group interviews were conducted with groups of 5 to 8 participants in a comfortable and non-threatening setting. The interviewer did not ask specific questions, but just asked participants to share their feelings and perceptions about future plans. Student teachers' responses were recorded. The participants in the focus group were chosen through convenient sampling. Focus group responses of interviews and student teachers'

reflections were analyzed and semi-structured interview questions were formulated. The researchers conducted interviews with 20 volunteering participants. Besides focus group interviews, individual interviews were also conducted to draw out true feelings of the participants that might not be obtained in a group setting (Tomal, 2010).

The student teachers who attended the focus group and individual interviews met the criteria required for a purposive sample because the interview participants are the sources that will most help to answer the basic research question (what are student teachers' plans for their PD?) and comply with the main goal of the study (Erlandson, Harris, Skipper, & Allen, 1993). In other words, they all stated in the survey that they had PD plans.

3. Data Analysis

Three sets of data were triangulated to complete data analysis: a survey, focus group interviews, and individual semi-structured interviews. According to Cresswell (2012), early data analysis requires information organization and the transfer of spoken and written information to a typed file. Yıldırım and Şimşek (2005) summarize the steps of descriptive analysis as follows: first, describing the data according to themes, second explaining and interpreting the themes, third examining the cause-effect relationship, and finally reaching the results. In this study, taking steps mentioned above into consideration,

- The data were sorted into the following categories- Academically oriented plans (Scholarly oriented pursuits, career-oriented pursuits), occupational plans, and identity-oriented plans. No data were found for the "identity oriented plans" category.
- The data categorized under these themes were selected, described, and gathered.
- The newly occurred categories were added. These were: plans about Improving English Language Proficiency, Teaching Methodology Plans, Classroom Management Plans, Plans about using Technology in the Classroom, Plans about Motivating Learners, and Plans about Teaching Speaking Skills. The data were supported by direct quotations.

In addition, the qualitative data gathered through the

interviews were subjected to content analysis. Frequencies of occurrence of plans were counted, and recurring responses of different participants were noted.

Cresswell (2012) proposes several strategies for validating qualitative studies, including triangulation, controlling the participants, describing the results in a detailed way, and field experience.

4. Findings

4.1 Findings related to Research Question 1

The findings of the first research question showed that 21 (out of 101) of the participants had no plans for their PD. Two participants had no idea. Three of the participants mentioned becoming a teacher as their PD plan. Hence, it can be said that out of 101 participants, 75 participants had some plans for their PD. Table 1 shows the future career plans of student teachers.

4.2 Findings related to Research Question 2

In this part, both the results of the survey and the results of the focus group and individual interviews are presented. According to the survey, out of 101 participants, 75 of them have PD plans. Before the survey and interviews, the researchers came up with the following plans: Academically-oriented plans (Scholarly motivated pursuits, career-oriented pursuits), business-oriented plans, and identity-oriented plan. After conducting the survey and the interviews, some new themes emerged. These were: occupational plans, plans about improving English language proficiency, teaching methodology plans, classroom management plans, plans about using technology in the classroom, plans about motivating learners, and plans about teaching speaking (Table 2).

4.2.1 Academically Oriented Plans (Scholarly-motivated and Career-oriented Plans)

The focus group and individual interviews revealed that there are many scholarly-motivated and career-oriented

Plans	Number of Responses
Research Assistant	14
Instructor	3
Teach at Primary School	41
Teach at Secondary School	18
Teach at University	17
Not Sure	8

Table 1. Future Career Plans of Student Teachers

Category	Plans	f Survey	f Interviews	Rank Survey	Rank Interview
1. Academic Oriented Plans (Scholarly and Career Oriented Plans)	Masters in ELT PhD in ELT Going Abroad	26 5 15	8 5 10	2	1
2. Occupational Plans	MoNE Schools Research Assistant Instructor	83 14 1	10 6 1	1	3
3. Plans for English Language Proficiency	Improving Speaking Improving Listening Grammar	30 10 1	15 9 1	3	2
3. Teaching Methodology Plans	Plans for Exploiting Materials and Textbooks using Indirect Teaching aids	- -	7 6	-	4
4. Classroom Management Plans	-	-	9	-	5
5. Plans for Using Technology in the Classroom	-	-	4	-	6
6. Plans about Motivating Learners	-	-	2	-	8
7. Plans for Teaching Speaking Skills	-	-	3	-	7

Table 2. Frequencies of PD Plans

plans. Some of the plans seem to be related to other categories; however, the plans are put in the categories after understanding the real aims of the participants after asking specific questions about the plans. The following quotations demonstrate that career and scholarly oriented plans are affecting each other. Here are the plans of the student teachers for their careers,

"I want to continue my education with Masters in ELT. Then I am planning to earn a PhD degree in the same field" (First focus-group interview).

"I want to go to abroad and take courses on translations" (First focus group interview).

4.2.2 Occupational Plans

Student teachers' plans including the institution and improving teaching skills for the institutionalized reasons are presented under 'occupational plans' category. Some representative opinions are:

"I want to attend teacher-change programs in abroad and apply whatever I learn in my institution" (Second focus-group interview).

"I am planning to go abroad and see how English is taught in successful countries and come with some ideas (First focus-group interview).

"For my teaching experience, I had to teach secondary school students. I understood that I have to teach English to high school students. I plan to do that" (Semi-structured interview).

"If I improve my English enough to teach at a university, I do not want to teach at state schools" (Semi-structured Interview).

"I am planning to work as an instructor. I want to teach English to preparatory class students" (Semi-structured interview).

4.2.3 Plans about Improving English Language Proficiency

The qualitative data showed that students have many plans for improving their English language proficiency. First and foremost, they plan to enhance their speaking skills. Several trainees affirmed:

"I want to go to countries where English is spoken as a native language. I am planning to improve my speaking and communication skills. I could not improve my speaking, neither in the high school nor at the ELT program" (First focus-group interview).

"I have the problem of speaking. I want to practice it in the USA or UK" (Third focus-group interview).

"I will organize a Conversation Club with native speakers and ask my students to attend to improve our speaking altogether" (First focus-group interview).

In addition to improving speaking ability, the interview findings revealed that student teachers want to improve themselves in the other areas of language (listening, reading, grammar). Here are some of the plans. In both survey and interview data, there were no plans for

improving writing.

"I want to earn Masters and PhD degree even if I do not work as an academic. I love improving my English from every perspective" (Semi-structured interview).

"I will buy a sound system and practice listening in my free times (Second focus-group interview).

"I am planning to attend conferences and seminars in order to improve my English" (Second focus-group interview).

4.2.4 Teaching Methodology Plans

One of the key points in PD is effective teaching plans. The findings showed that the participants have numerous plans for teaching effectively. Teaching Methodology Plans were grouped under Plans about Exploiting Materials and Textbooks and using Indirect Supporting Aids.

4.2.5 Plans about Exploiting Materials and Textbooks

Comments made by the participants fervently expressed their plans for exploiting materials and textbooks.

"I was in the USA when I was in the elementary school. We once even wrote our own story book in the fourth grade. In Turkey, everything is predetermined. I am planning to write a textbook with my students. I will use novel and short stories. Using authentic materials is very crucial. The textbooks should only be a reference book, not the only material in the classroom (Semi-structured Interview).

"I am planning to teach English to young learners using mostly games (Second focus-group interview).

"I will use lots of visual aids, and I will ask my students to read English books (Semi-structured interview).

4.2.6 Using Indirect Teaching Aids

As for the teaching aids, student teachers believe that these supporting aids will be helpful for their students to learn English better.

"I will build up a library where students can find lots of books in English. I will ask them to read the books" (Semi-structured interview).

"I will organize a Conversation Club with native speakers" (First focus-group interview).

4.2.7 Classroom Management Plans

The data analysis revealed some classroom management plans of the students. These plans are highly affected by the factors such as school experience and teaching practice (the practicum courses that they had recently attended).

"I will take courses on classroom management" (Semi-structured interview).

"I am planning to take courses on the psychology of students at different ages. I want to learn more about human relations" (Third focus-group interview).

"I will put an alarm in the class. When it is off students can speak Turkish. The other times it will be forbidden to speak in Turkish (Semi-structured interview).

"I will create an autonomous classroom environment. I will not be the sole authority" (Semi-structured interview).

4.2.8 Plans for using Technology in the Classroom

Some participants had special plans for using technology efficiently. They believe that technology is an indispensable part of language teaching and learning. Here are two examples:

"I am planning to build up a language laboratory" (Semi-structured interview).

"I will take courses to use technology effectively in the classroom" (First focus-group interview).

4.2.9 Plans about Motivating Learners

Comments of some participants fervently expressed their desire to motivate their students. According to them, motivation plays a crucial role in language learning, making teachers more responsible for motivating their students.

"We will be English language teachers. Teaching a language becomes easier when we learn from each other. I will watch good language teachers and learn how to teach better." (Second focus-group interview).

"I want to make English enjoyable for young learners. Once you do it, success comes automatically. I will make them love English (Second focus-group interview).

"I want to teach another subject with English. This maybe a topic that students like, or I choose. I will try to teach History

in English" (Semi-structured Interview).

"I want to create mystery in the classroom" (Semi-structured interview).

4.2. 10 Plans about Teaching Speaking Skills

As for the plans for improving English language proficiency, the most frequent one was improving speaking skills. Similarly, lots of the student teachers believe that improving communication skills of their students in the target language is the most important issue. Here is one example:

"Communication is the most important issue for learning a language. I will try to improve my students' listening and speaking skills" (Semi-structured interview).

4.3 Findings related to Research Question 3

The reasons for deciding on the plans can be grouped under financial issues, family reasons, practicum experience, bad role-models, competence-based issues, and security. The following comments are representative of the reasons.

"Teachers cannot earn enough money, and their social status has lowered in the society. That is why I want to do something else than becoming a teacher at a state school" (Semi-structured interview).

"My family wants me to be an English teacher at a public school. I need to make my future secure."

Many interviewees said that they changed their minds after practicum courses during their last year of education. Here is an example:

"After school experience and teaching experience, I decided not to work in a primary or secondary school. I saw that almost all of the students were unwilling to learn English. Classroom management is another issue" (Semi-Structured Interview).

In addition to the reasons mentioned above, good and bad role-models, competence-based issues, and security had also an impact on the plans of student teachers. The other reasons are given here:

"My English is not good enough to teach at high-level students. I need to teach English to young learners" (Semi-structured interview).

"The neighbourhood of my Classroom Experience school was very dangerous. I want to work in a secure environment" (Semi-structured interview).

"The English teacher in my School Experience School used to teach with grammar translation method. I do not want to be like him. I will pay attention to speaking".

5. Discussion

This study examined the PD plans of EFL student teachers. The findings revealed that student teachers at the ELT program are about to start their teaching profession with some common career and PD plans. The plans and the reasons behind the plans seem to affect each other. A study by Korkmazgil (2015) explored Turkish EFL teachers' PD needs, practices, and challenges. The findings suggested that in-service EFL teachers were in need of developing their English language proficiency (especially speaking skills), improving knowledge and skills in English language teaching methodology, and incorporating technology into language teaching. It can be concluded that these needs should be met more in pre-service teacher education. When the findings of Korkmazgil (2015) and the findings of the study compared, it can be concluded that student teachers' plans and in-service teachers' needs regarding their professional development are similar. The data (PD plans) made it appropriate to discuss the results considering the entry and exit requirements of the ELT programs, language proficiency, practicum, motivations for teaching, and socio-economic factors.

The statements of student teachers clarified a match between their English proficiency and effective teaching in their PD plans. The findings suggest that student teachers believe that they can contribute to their teaching by improving their own language skills. The findings showed that many plans are related to English proficiency, especially speaking skills which is parallel to the finding of Jose and Raja (2011) who investigated the language skills of student teachers and concluded "the competency in developing language skills is lacking among prospective teachers who are going to be the classroom sculptors of the future citizens" (p. 75). This

maybe discussed with the entry and exit requirements of the SLTE programs in Turkey. EFL student teachers take exams as entry and exit requirements of the teacher education programs. These tests do not assess listening, writing, and speaking skills of the students. As a result of this, students have problems with writing and speaking when they start studying in ELT programs (Sert, 2010). The problems are not limited to the program. Even after graduation, due to the negative washback of the national English exams (ELT program entry and profession entry exams), students have problems with speaking. This explains why student teachers have many plans for improving English proficiency (especially speaking skills). Jose and Raja (2011) believe that the reason is similar in Tamil Nadu (a state in India). According to them, no practical examination on language skills cause lack of competence in language skills. Moreover, Coskun (2016) who investigated the "I can understand English but I can't speak" syndrome" (p. 1) in Turkey, found that some of the reasons of this syndrome are "the focus on grammar rules in English lessons, limited speaking practice opportunities speaking anxiety, and use of L1 by the teacher". All these reasons lead the limited use of the language for communication purposes.

Students' motivation in improving their language skills is not limited to teaching better. Another major finding of this study suggests that most of the participating student teachers are not satisfied with the language education they observed in practicum. They believe that everything is different from what they were taught. The findings of this current study showed that practicum courses have an impact on student teachers' occupational and career-oriented plans. Previous studies have shown that practicum influences student teachers' development of the beliefs about language learning and teaching (Mattheoudakis, 2007; Özmen, 2012). The effects of the practicum on beliefs explain why lots of the interviewees said that they had completely or partly changed their plans after the practicum.

There is a significant correlation between motivations for teaching and professional plans of EFL student teachers (Eren & Tezel, 2010). Motivation to teach and having PD

plans are important in teacher education programs. Having many plans for motivating learners, using technology effectively, and using supporting teaching aids makes it clear that student teachers are aware of the crucial role of the motivation both in language learning and in language teaching. As for the three-category distinction of motivation for teachers - intrinsic, extrinsic, and altruistic motives (Richardson & Watt, 2005), this study asserts examples to all these motives.

Concerning the factors that affect student teachers' PD plans, some of the interviewees placed a high degree of materialism in teaching. As suggested by Joseph and Green (1986), higher emphasize on materialism means lower value on a teaching career. The selection of future teachers needs to consider aspects regarding altruistic and intrinsic motivation (Yong, 1995). The survey and the interviews showed that family and the economic concerns are the main reasons that affect plans, especially career plans. Aksu et al. (2010) investigated the background characteristics, socio-cultural values, and pedagogical beliefs of teacher training program candidates and found that students of teacher training programs generally come from families of lower-middle socio-economic status. Families forcing their children to become a teacher in a state school may be connected to this finding. Families want to feel secure about the future income and position of their children.

Conclusion

This study provided an in-depth analysis of the PD plans of EFL student teachers, and explored the factors affected those plans. The findings revealed that student teachers have many plans for their PD. These were

- Academic-oriented plans (scholarly oriented pursuits and career-oriented pursuits),
- Occupational plans,
- Teaching methodology plans,
- Classroom management plans,
- Plans about English proficiency,
- Plans about using technology effectively,
- Plans for motivating learners,

- Plans about teaching speaking skills.

These plans show that there are several issues that are closely related to policymakers. Most of the student teachers have plans to teach English better and improve their teaching and learning. When they enter the profession, they need to be supported by the school administrators. When we consider the fact that "teachers will formulate high-quality PDPs on their own" (Janssen, Kreijns, Bastiaens, Stijnen, & Vermeulen, 2012, p. 453), teachers should be given enough opportunity to develop themselves professionally. In addition; listening, writing, and speaking skills should be assessed in entry and exit exams of ELT programs.

Teacher education as one of the most crucial components of a country's educational policy should also be revised accordingly. Considering the 21st century skills, such as critical thinking, innovative production, effective communication, respect for cultural differences, and cooperation, The Turkish Ministry of National Education (MoNE) has reviewed the educational policy to define teacher competencies by redefining general teacher competencies under three main components: 1) teacher knowledge, 2) teacher skills, and 3) attitude and values. Teacher knowledge consists of content and pedagogical content knowledge as well as knowledge of legislation. Teacher skills pertain to in- and out-of-class practices to design and manage teaching and assessment. Attitudes and values include positive attitudes towards students, and moral, local, and universal values as well as openness to professional development, and effective communication and cooperation with other parties. This study found evidence that the PD plans of EFL STs indicate the low effectiveness of their SLTE program to achieve the general competencies for teaching profession with a specific focus on teacher skills. As a result, it can be deduced that these findings signal SLTE programs needs renewal due to some of the problems in practice and demands and plans of student teachers. A curriculum renewal for language teacher education should consider the plans and needs of student teachers.

Some previous studies found that teacher education programs make a difference in pre-service teachers' beliefs (Cabaroğlu & Roberts, 2000; Özmen, 2012; Winitzky & Kaucak, 1997). So, a future study may be designed to investigate the effects of foreign language teacher education programs and practicum on student teachers' career choice satisfaction and PD plans. Also, conducting a similar study in various school contexts (different SLTE programs in Turkey) with freshman, sophomore, and junior student teachers may yield more fruitful information about the in-depth plans and factors affecting the plans.

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